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ABSTRACT

This document presents statistical data about vocational-technical education (VTE) in Ohio in 1993-94 and summarizes the mission and 1993-94 activities of the Ohio Council on Vocational Education (OCOVE). Presented first is a fact sheet on VTE in 1993-94. The next sections explain the structure and purpose of the OCOVE and summarize its involvement in vocationally related conferences, on- and off-site program evaluation/review, statewide planning, and evaluation. OCOVE's recommendations to the Ohio General Assembly, Ohio State Board of Education, and other state agencies responsible for VTE, correctional, and career education and vocational rehabilitation are presented along with the various organizations'/agencies' responses to OCOVE's 1994 recommendations. OCOVE's research and publishing efforts during fiscal 1994 are reported. Presented next are statistical data on the following: employment outcomes of secondary and postsecondary VTE completers; enrollment in secondary, postsecondary, and adult VTE; VTE for special populations; tech prep programming; and investment of resources. Tables detailing the 1994 VTE budget and allocation/use of federal and other resources for VTE are presented along with lists of objectives of the Ohio state plan for VTE and accomplishments by the end of fiscal 1994. Concluding the document are summaries of OCOVE's coordination activities and evaluation responsibilities. (MN)

ED 380 573

INVESTING IN HUMAN CAPITAL

VOCATIONAL-TECHNICAL EDUCATION IN OHIO

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FISCAL YEAR 1994
TWENTY-FIFTH ANNUAL REPORT

OHIO COUNCIL ON VOCATIONAL EDUCATION

BEST COPY AVAILABLE

The Ohio Council on Vocational Education (FY 1994)

The Ohio Council on Vocational Education is an agency, separate from the State Board of Education, composed of thirteen concerned citizens representing business, labor, agriculture, education, and various groups with special needs. The Council is dedicated to the concept that vocational/technical education, infused with applied academics, is necessary if Ohio is to be competitive in the national and global economies.

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Representing Needs of Limited English Proficient Students

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Procter and Gamble
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Executive Committee - 2nd Vice Chairperson

Frank Ordway
Apprentice Coordinator
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Patricia A. Tutoki
Director of Education
Ohio AFL-CIO
Columbus
Representing Labor
Executive Committee - *1st Vice Chairperson*

Staff

Dr. Joseph L. Davis, Executive Director

Chloe Worley, Executive Assistant

Christina Dorn, Administrative Secretary

Carol Anne Pemberton, Secretary

Dr. Martin W. Essex, Executive Director Emeritus

Although the name of the Division of Vocational and Career Education was changed during FY 95 to the Division of Vocational and Adult Education, throughout this report it is referred to by the name it bore in FY 94.

Vocational/Technical Education Facts 1993-94 . . . . Briefly Told

EMPLOYMENT

Secondary

- 93.9% of the vocational graduates from Ohio's secondary schools in 1993 were employed. 71.3% were employed in jobs related to their training.
- The unemployment rate for secondary program completers (6.1%) was substantially less than one-half the rate for Ohio's general population in the same age group (16.1%).

Postsecondary

- 95.4% of the students who completed postsecondary and full-time adult programs in 1993 were employed. 84.1% of these individuals were employed in jobs related to their training.
- The unemployment rate for postsecondary and full-time adult program completers (4.6%) also was lower than the rate for Ohio's general population (7.2%).

HIGHER EDUCATION

- 34.7% of all 1993 secondary vocational graduates responding to the follow-up study were pursuing further education in 1994.
- 85.5% of those in higher education were pursuing a course of study related to their vocational training or were working in a related job.

ACCESS

- All of Ohio's 11th and 12th grade secondary students have access to comprehensive vocational education programs.

ENROLLMENT

- 289,465 secondary students were enrolled in vocational education programs in Ohio.

11th/12th Graders

- Over 30.5% of Ohio's 11th and 12th grade students were enrolled in secondary vocational education occupationally specific programs, and Occupational Work Experience (OWE) programs.

Career Education

- Ohio had the largest enrollment in career education in the nation in 1994, with 1.7 million students receiving occupational information about future jobs.

Associate

- 105,695 full-time students were enrolled in occupationally specific programs in Ohio's two-year colleges and regional campuses.

Adult Education

- 234,168 adults were enrolled in Ohio vocational education programs in 1994.

Corrections

- Vocational programs for the incarcerated served 3,606 Ohio youth and adults.

TECH-PREP

- As of FY 94, 24 Tech-Prep Consortia were in operation involving 35 colleges, 320 secondary school districts, and 410 business/industry labor representatives.

ACADEMICS

- The academic foundations of vocational education continued to be strengthened in 1994, with 56.9% of all in-school job-training programs operating under the applied academics model. The total enrollment in all classes was 38,656.

OHIO CITIZEN INVOLVEMENT

- A total of 5,826 Ohio citizens, serving on 718 committees, helped evaluate vocational/technical programs to make them more relevant to today's job market.

OCOVE

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March, 1995

The State Board of Education
Ohio Departments Building
65 South Front Street
Columbus, Ohio 43215-4183

Dear Ladies and Gentlemen:

The Ohio Council on Vocational Education (OCOVE) is pleased to submit herewith its twenty-fifth annual report, which documents developments in vocational/technical education in Ohio during Fiscal 1994, the third year of operations under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

By conducting on-site observations, hearing off-site presentations by vocational administrators and teachers, commissioning two research projects, and receiving testimony from individuals representing a wide range of interests at OCOVE's annual Public Meeting, Council members were able to develop a broad perspective of vocational/technical education in the Buckeye State during Fiscal 1994.

The State Board of Education, the Ohio Board of Regents, and the Ohio Bureau of Employment Services offer a broad spectrum of job-training programs for Ohio citizens of all ages. Of special significance for Ohio's economic future, these programs testify to the fact that Buckeyes gave priority to "Investing in Human Capital" -- the title of this year's Annual Report -- throughout the year ending June 30, 1994.

Please be assured that you have the continuing interest and respect of the Ohio Council on Vocational Education as you strive to broaden and enrich that spectrum even further in the challenging days ahead.

Sincerely yours,

Suzanne Stilson Edgar

Suzanne Stilson Edgar
Chairperson, 1994

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Ohio Council on Vocational Education, 1993-94

Structure of the Council

The Ohio Council on Vocational Education is appointed by the State Board of Education in compliance with the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392). The Act specifies that the 13-member Council consist of seven private sector members representing business (including small business), industry, trade associations, agriculture, labor, and the State Job Training Coordinating Council established under the Job Training Partnership Act. The Perkins Act also requires that six Council members be representative of secondary education and postsecondary institutions, career guidance and counseling organizations, and have a varied background of experience to ensure that due consideration is given to special population categories cited in the Act.

The Council's staff consists of an Executive Director, an Executive Assistant, and a Secretary. During the latter part of FY 1994, the terms of the Administrative Secretary and the Secretary overlapped.

Purpose of the Council

The purpose of the State Council is to advise, and consult with, the Governor, the State Board of Education, the business community, and the general public on improving the preparation of Ohio's workforce. The major purpose of the Carl D. Perkins Vocational and Applied Technology Education Act is to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population.

This purpose is principally achieved through concentrating resources on improving educational programs leading to academic and occupational skills that individuals need for employment in a technologically advanced society.

Major attention is placed on local planning and programming, with 75% of the Federal funds distributed to local education agencies.

The Council consults with the State Board of Education on:

- Development of the State Plan,
- State action in implementing the State Plan,
- Policies to strengthen vocational education (with particular attention to programs for students with disabilities),
- Private sector involvement in modernization of vocational education,
- Establishment of program evaluative criteria,
- The involvement of business and labor in conducting programs,
- Access of special populations to vocational education, and ways to create greater incentives for joint planning and collaboration between vocational education and the job training partnership system.

The Council analyzes and reports on:

- The availability of vocational education across the state,
- The distribution of funding (particularly between secondary and postsecondary programs), and
- Education programs for the incarcerated.

At least once every two years, the Council evaluates:

- The extent to which vocational education and employment and training programs in the state represent a consistent, integrated, and coordinated approach to meeting the economic needs of the state,
- The vocational education delivery systems that receive funds under the Perkins Act and the Job Training Partnership Act (JTPA) in terms of their effectiveness in achieving the purposes of the two Acts, and
- The adequacy and effectiveness of the coordination that takes place between vocational education and JTPA.

The State Council reports its evaluation findings and recommendations to the Governor, the State Board of Education, the Governor's Human Resources Investment Council, the Secretary of Education, and the Secretary of Labor.

This year's annual report theme, "***Investing in Human Capital***," focuses upon the pursuit of this purpose in Ohio. Coordination of efforts between education, other governmental agencies, business, industry, labor, and the community is paramount in accomplishing the purposes of the legislation.

Program of the Ohio Council for 1993-94

Regular Conferences

The Council scheduled five conferences during the year. Three conferences were held outside of the Columbus area to provide an opportunity for members to observe and evaluate vocational/technical education programs in action. The conference in Columbus in August was scheduled to coincide with the All Ohio Vocational Education conference, co-sponsored by the Ohio Division of Vocational and Career Education and the Ohio Vocational Association. The calendar for the year included conferences at the following locations:

August 16-17, 1993	Concurrent with All Ohio Vocational Education Conference, Columbus Convention Center
November 3-4, 1993	Comfort Inn, Jackson
February 22-23, 1994	Best Western, Lima
April 18-19, 1994	OCOVE/OSBA Seminar and Public Meeting, April 19 Radisson Hotel-Columbus North
June 15-16, 1994	Sheraton Inn, Canton

On-Site Observation/Evaluation of Educational Programs

The Ohio Council makes on-site evaluations each year. During FY 94, Council members examined educational facilities, observed classes in session, and had an opportunity to interview students and teachers in each of the schools visited. A review of the program, including trends, problems, and successes, was presented by selected administrators and staff. The Council members, led by a preappointed panel, engaged in dialogue with presenters. Observation/evaluation sessions were conducted at the following locations:

Rio Grande Community College

Stark Technical College

Off-Site Review of Educational Programs

Off-site evaluations featured presentations by administrators and others on topics suggested by the Council staff. Follow-up discussions employed the procedure used in the on-site visitations. Programs were reviewed for the following schools and postsecondary institutions:

Apollo JVSD	Lima City Schools
Canton City Schools	Lima Technical College
Gallia-Jackson-Vinton JVSD	Stark County JVSD
Lawrence County JVSD	Vantage JVSD

Presentations Made at Council Conferences

In addition to the presentations made by administrators and staff members in the various schools whose programs were reviewed by the Council, other presentations were made by:

J. Scott Carpenter, AVA National Teacher of the Year, Penta County JVSD. *"Vocational Education in a New Perspective"*;

Dr. Harold Carr, President & CEO, Great Oaks Institute of Technology and Career Development. *"A First Hand Look at the German Apprenticeship System"*;

Larry Daniels, Consultant, Division of Vocational and Career Education, Ohio Department of Education. *"Status of State Assessment and State Plan Development,"* and *"Ohio's New State Plan"*;

Lawrence Dennis, Special Education Liaison, Division of Vocational and Career Education. *"Providing Vocational Education for Students with Disabilities: A Progress Report"*;

W. Keith Fletcher, Ohio Bureau of Employment Services Representative, Manager, Canton Customer Service Center. *"Coordination between Vocational Education and JTPA"*;

Dr. John Goff, Deputy Superintendent, Ohio Department of Education. *"School to Work Transition -- What's It All About?"*;

Dr. Darrell Parks, Director, Division of Vocational and Career Education, Ohio Department of Education. *"The State of Vocational Education in Ohio Today,"* and *"What Has the State Department Done for You Lately?"*;

Dr. G. James Pinchak, Associate Director, Division of Vocational and Career Education, Ohio Department of Education. *"Status of State Assessment and State Plan Development,"* and *"Ohio's New State Plan"*;

Dr. Byrl Shoemaker, National Consultant, and former Executive Director, Division of Vocational Education, Ohio Department of Education. *"What's that Light at the End of the Tunnel?"*

Donald Singer, JTP-Ohio Representative, Executive Director, Job Training Partnership and Private Industry Council. *"Coordination between Vocational Education and JTPA"*;

Barbara Whitaker, Supervisor, Division of Vocational and Career Education, Ohio Department of Education. *"Vocational Education for Disadvantaged Individuals."*

Participation of Members and Staff in Vocationally-Related Conferences

To obtain inservice training, broaden their perspective, and maintain up-to-date professional networks, Council members and staff participated in the activities of the following organizations:

American Vocational Association

Center on Education and Training for Employment

Educational Office Professionals of Ohio

Governor's Human Resources Investment Council

Model Schools Conference

National Association of State Councils on Vocational Education

National School Public Relations Association/Ohio

Ohio Association of Joint Vocational School Superintendents

Ohio Chamber of Commerce

Ohio Department of Education

Ohio Division of Vocational and Career Education

Ohio Public Expenditures Council

Ohio School Boards Association

Ohio Small Business Council

Ohio Society of Association Executives

Ohio State University

Ohio Vocational Association

Ohio Vocational Education Personnel Development Coordinating Council

Tech Prep Conference, Columbus

U.S. Chamber of Commerce

U.S. Department of Education, Office of Vocational and Adult Education

U.S. Department of Labor

Outstanding Alumni Recognition

OCOVE has continued its practice of recognizing outstanding alumni during on-site evaluations and off-site reviews of vocational/technical programs. The following persons, by school, were recognized at the FY 94 OCOVE conferences:

Apollo JVSD: **Gary Hadding**, general foreman of General Dynamics, Lima.

Canton City Schools: **Don Colaner**, president of Hilscher-Clarke, electrical contractors, Canton.

Gallia-Jackson-Vinton JVSD: **William J. Rupert III**, owner, Accurate Heating, Cooling, and Plumbing, Jackson.

Lawrence County JVSD: **David Freeman**, owner of Freeman Heating and Air Conditioning Service, Chesapeake.

Lima City Schools: **Herb Wagner**, CEO of Harry H. Wagner & Sons Contractors, Inc., Lima.

Lima Technical College: **Donna Sagonowsky**, Assistant Professor of Quality Engineering Technology, Lima Technical College.

Rio Grande Community College: **Lee Ann Baker**, Certified Operating Room Nurse, St. Mary's Hospital, Huntington, WV.

Stark County JVSD: **Ralph Schie**, owner of store in Strasberg, selling truck caps and accessories.

Stark Technical College: **Thomas Chiappini**, supervisor of plant operations and maintenance, Canton City Schools.

Vantage JVSD: **Wayne Porter**, welder at Lima Tank Plant, and adult welding teacher at Vantage JVSD.

Public Meeting

The Council's Annual Public Meeting was held at the Radisson Hotel-Columbus North, on April 19, 1994, with Suzanne Stilson Edgar, Council Chairperson, presiding. The following persons provided testimony at the public meeting, addressing the topics listed:

Rukhsana Akram, School Administrator, Central Ohio School System (Lebanon Correctional Institution). *"A Vision for Prison Education and Alternatives for the Readjustment in Society After Release."*

Dr. Harold Carr, President/CEO, Great Oaks Institute of Technology and Career Development. *"Restructuring the Vocational Education Delivery System."*

Libby Cupp, Career and Economics Coordinator, Apollo Career Center. *"Economic Education."*

James Drake, Supervisor, School/Community Communications, Upper Valley JVSD. *"Career Passports & Job Placement."*

Joan Freeman, Chairman, Ohio Penal Education Consortium. *"Educational Services for the Incarcerated."*

Michael Gilligan, Management Recruiter, Frisch's, Inc. *"A Partnership Project with Great Oaks JVSD to Train Special Education Students for Restaurant Jobs."*

Alice Karen Hite, Executive Director, Ohio Vocational Association, Columbus. *"Vocational Education: Foundations for the Workplace."*

Ron Kindell, Career Development Coordinator, Miami Valley Career Technology Center. *"Individual Career Plans & School-to-Work Transition."*

Dr. Rosemary Kolde, Vice President, Adult Education and Student Services, Great Oaks Institute of Technology and Career Development. *"The Success of Adult Vocational Education in the Vocational Education Setting."*

Dr. Jerry McGlone, Superintendent, Ohio Central School System. *"Educational Services for the Incarcerated."*

Clifford Migal, Vice President, Curriculum & Instruction, Great Oaks Institute of Technology and Career Development. *"Curriculum Options."*

Sue Mills, Social Worker, Special Alternatives for Youth and former student of EHOVE JVSD. *"A Displaced Homemaker Success Story."*

Dr. Darrell L. Parks, Director, Division of Vocational and Career Education, Ohio Department of Education. *"Addressing the Needs of Business/Industry in Vocational Education."*

Claire Patterson, Assistant Director, Scarlet Oaks, Great Oaks Institute of Technology and Career Development. *"Keeping Vocational Education Vocational through Leadership."*

Larry Weber, President, PAVE (Adult) Division, Ohio Vocational Association. *"The Success and Importance of Adult Vocational Education in Ohio."*

A complete, verbatim transcript of the testimony was compiled by a certified public stenotypist. The Council makes extensive use of this document, turning to it for first-hand insights on current issues in vocational/technical education. Special attention is given to recommendations offered by those who made presentations. These insights and recommendations are a valuable source of topics for Council discussion, research studies, and recommendations to the State Board of Education.

Advisory Committee Awards

In the belief that service on a vocational advisory committee offers one of the best opportunities for representatives of business, industry, labor, and the professions to contribute to the modernization of vocational education programs, the Council recognized the following advisory committees for their activities during FY 94. The awards were presented during the All Ohio Vocational Education Conference on August 16, 1994.

Awards of Distinction were presented to:

Penta County JVSD	Dental Assisting
Warren County Career Center	Diversified Industrial Training Program
Dayton Thermal Products, & Wright State University	

Awards of Special Commendation were presented to:

Buckeye JVSD	Muskingum Outdoor Training and Education Center
Columbus State Community College	Mental Health/Chemical Dependency/Mental Retardation Technology
Eastland JVSD	Strategic Analysis Team

Awards of Special Commendation (continued)

Great Oaks JVSD	Animal Science (Live Oaks campus)
	Hotel Operations (Scarlet Oaks campus)
Knox County Career Center	Practical Nursing
Penta County JVSD	Carpentry
Springfield-Clark JVSD	Carpentry
Tri-Rivers Career Center & Tech-Prep Consortium	Tech-Prep Computer Technologies & World Class Business
Trumbull County JVSD	Animal Management
Vanguard-Sentinel JVSD	Office Systems
West Shore (including Bay Village, Lakewood, Rocky River & Westlake)	Vocational Special Education

Awards of Merit were presented to:

Findlay High School & Millstream Career Co-op	OWE Program
Four County JVSD	Cooperative Business Education
Great Oaks JVSD	Cosmetology (Diamond Oaks campus)
	Culinary Arts (Scarlet Oaks campus)
	Electricity (Scarlet Oaks campus)
Polaris Career Center	Cosmetology
	Horticulture
Owens Community College	Nurse Assistant Recognition Day Planning
Southern Hills JVSD	Executive Secretarial Program
Warren County Career Center	Allied Health Program
Wayne County JVSD	Machine Trades Program

Statewide Planning and Evaluation

State Plan for Vocational Education

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (Perkins II) directs the Ohio Council on Vocational Education to meet with the State Board of Education, or its representatives, to advise on the development of the State Plan. Of all the mandates handed State Councils, none is more important than this one.

On May 26, 1993, the OCOVE Executive Director and Research Consultant met with Dr. G. James Pinchak, Associate Director, Division of Vocational and Career Education (DVE) in the Ohio Department of Education (ODE) to obtain a status report on the plan-development process and to identify critical steps involving OCOVE during FY 94. The two State Plan Development Timelines (1993 and 1994) provided by Dr. Pinchak were distributed to OCOVE members immediately after that meeting, with OCOVE involvement highlighted.

On October 25, 1993, the Executive Director met with Dr. Pinchak and Larry Daniels of the DVE staff to complete preparations for their appearance before the Council at OCOVE's fall conference. Following this session, the Executive Director sent Council members two exhibits as "homework." The first was a list of fourteen "factors" specified by federal officials, which the Division had used as the basis for conducting the "State Assessment" mandated by Perkins II. The second exhibit was the state's detailed blueprint for gathering data for the Assessment.

On November 3, 1993, Dr. Pinchak and Mr. Daniels conducted a briefing session for the entire Council and staff. They distributed copies of the "1993 Assessment of Vocational Education" report and interpreted its contents (findings, conclusions, and recommended actions) to Council members. They also solicited suggestions from Council members regarding the priorities to be assigned to the fourteen factors mentioned above.

On November 4, OCOVE Chairperson Suzanne Edgar appointed a committee to review Ohio's new State Plan.

On December 10, Dr. Pinchak submitted a file copy of the completed "1993 Assessment of Vocational Education" to the OCOVE office. This 310-page document was an updated version of the draft copy distributed to each Council member on November 3.

On December 13, Dr. Pinchak and Mr. Daniels met with the OCOVE State Plan Committee at the Agricultural Technical Institute in Wooster. They distributed two documents to the committee: an Executive Summary of the report titled "1993 Assessment of Vocational Education" and Section II of the "FY 93 Ohio Comprehensive Annual Performance Report."

On January 6, 1994, Dr. Pinchak turned OCOVE's face to the future by sending a draft copy of the "State Plan Objectives for FY 96," the final year under the new State Plan and under Perkins II. Copies were forwarded to Chairperson Edgar and Committee Chairperson Garrison prior to distribution to the entire Council.

On January 13, the Executive Director met with Dr. Pinchak and Larry Daniels to review what remained to be done by the OCOVE staff and the State Plan Committee prior to the Council's action on the proposed new State Plan at the February 22-23 conference.

On February 11, the State Plan Committee passed a resolution recommending that the Council approve the State Plan.

On February 22, following a briefing by Dr. Pinchak and Mr. Daniels, the Council accepted the recommendation of the State Plan Committee and approved the State Plan.

Technical Committees

In Ohio, the role and function of technical committees, as described in the Perkins Act, and further emphasized by the second enabling objective under Imperative 3 of the Action Plan to Accelerate the Modernization of Vocational Education states that " a comprehensive and verified competency list will be developed and kept current for each program." The Ohio Competency Analysis Profiles (OCAPs) form the foundation to Ohio's response to these federal and state directives.

The OCAP development process has produced 56 separate occupational lists involving 582 business, industry, labor, and community agency representatives from all over Ohio. Each committee member is considered a subject matter expert in their chosen occupation.

In addition, 43 technical committees were seated to identify the applied academic skills levels needed by entry-level workers in 43 occupational areas. This process, called job profiling, helps teachers better target instruction toward their students' needs. This process involved approximately 350 representatives from business, industry, labor, and community organizations.

Vocational Education Planning Districts base their curricula development on the OCAP competencies lists. The Ohio Vocational Competency Assessment (OVCA) package, an individual student assessment system, utilizes the OCAP competencies as the criterion for test item development.

Evaluation

The Measuring and Planning Progress (MaPP) system is Ohio's vocational and career development assessment system. MaPP's goal is to ensure the best possible delivery system for vocational career development programs and services. MaPP achieves this goal by evaluating the effectiveness and quality of vocational education and career development programs and services.

MaPP meets the evaluation requirements set forth by the Ohio Elementary and Secondary Minimum Standards and those identified in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. MaPP uses the collaborative expertise of state staff, local educators, and the community at large to analyze programs and services identified in the VEPD Comprehensive Strategic Plan.

MaPP is integrated into the VEPD planning process and serves as an intensive needs assessment for the VEPD's Comprehensive Strategic Plan. The individuals involved in the completion of the MaPP assessment process are normally the individuals that advise the VEPD's administration on the completion of its comprehensive strategic plan.

The VEPD Comprehensive Strategic Plan unifies the planning process. The planning process required by the VEPD strategic plan is designed to assure that educational programs operate in the best interest of all students. This design recognizes critical steps in the planning process and the particular needs of special populations. The critical planning steps that must be completed are:

- Assessment of current demographic and operational conditions;
- Establishment of measurable vocational education and career development objectives; and
- Identification of programs that meet established educational objectives.

MaPP is an assessment system based on student performance. At the program level, it incorporates student performance outcomes as a basis for determining effectiveness, and, in turn, uses indicators of quality to determine the best means to maintain and improve program impact on the student performance. This analysis and recommendation process provides advisory committees and program level staff with program improvement recommendations.

At the VEPD level, MaPP analyzes the appropriateness of the programs and services provided by analyzing overall student performance. These indicators of quality are used to determine the best means to maintain and improve a VEPD's positive impact on student performance. This analysis and recommendation process provides administrators and school boards with recommendations for improving the VEPD's objectives and program offerings, as well as recommendations for improving program operation.

The MaPP process is complemented by the annually reviewed VEPD Comprehensive Strategic Plan.

The Council's Commendations

The Ohio Council on Vocational Education commends the State Board of Education, the Ohio Board of Regents, and their respective staffs for their persistent endeavors in behalf of relevant high quality vocational/technical education for Ohio citizens.

Special commendation is due:

- **The Governor** for his continuing support of the Governor's Human Resources Investment Council and for contributing to the effective linkage the Ohio Council on Vocational Education enjoys with GHRIC.
- **The Ohio General Assembly** for restoring funding for Individual Career Plans and Career Passports through enactment of the Budget Corrective Bill in April, 1994.
- **The State Board of Education** for employing an appointment process designed to enhance the representativeness of the Ohio Council on Vocational Education.
- **The Ohio Board of Regents and the Ohio Department of Education** for arriving at an agreement, dated March 7, 1994, regarding the coordination of resources from the Carl D. Perkins Vocational and Applied Technology Education Act.
- **The State Superintendent of Public Instruction** for sanctioning a State Plan development process that enabled a "larger roster of participants" to contribute to the substance of the Plan.
- **The Division of Vocational and Career Education** for creating a "vocational competency achievement package" that (1) equips students with Career Passports documenting what they can do, and (2) provides quality assurance to employers.

Further, the Council extends words of commendation to the respective staffs of the U.S. Departments of Education and Labor for their cooperative ventures in behalf of vocational/technical education.

Recommendations to the Leadership of State Government for 1995

Out of the context of contemporary challenges to vocational/technical education, the Ohio Council has developed the following recommendations for the consideration of state government leaders:

To the Ohio General Assembly

Recommendation

As additional revenues become available to the State of Ohio in the future, assign high priority to an increase in vocational education funding for adult training and retraining programs throughout the state.

Rationale

Adult education is designed to be responsive to constant changes in society and in the economy. High technology, fluctuating employment, displacement of workers, and the shifting population mix accentuate the need for additional training, retraining, and cross-training of today's workforce. The majority of the individuals who need such training also need the kind of customized education that Ohio Adult Vocational Education is able to provide.

With an increased State emphasis on -- and support for -- Adult Vocational Education, Ohio should be better equipped to address such issues as the acceleration and modification of technologies, the introduction of new technologies, the aging of the workforce, undereducated youth, illiterate aoults, and diminished employment opportunities for individuals with obsolete work skills.

To the State Board of Education

Recommendation

Continue to facilitate -- through the enactment of policy, the acquisition and allocation of resources, and the assessment of results -- all aspects of "Ohio's Future at Work," the five-year-old blueprint for accelerating the modernization of vocational education in Ohio.

Rationale

The present members of the State Board of Education and their predecessors deserve praise for approving this blueprint and supporting the best efforts of the Ohio Department of Education staff, vocational educators, professional organizations, and vocational advisory committee members to translate it into action.

The products and processes that have evolved from implementation of "Ohio's Future at Work" are impressive. These initatives include: (1) identifying the competencies prospective employers need; (2) having those competencies verified by panels representing business, industry, labor, and public-sector employers; (3) translating those competencies into a performance-based curriculum; (4) linking staff-development to the validated lists of competencies; (5) sharpening the focus of efforts to communicate vocational program information to prospective vocational students and their parents; and (6) developing relevent assessment procedures and instruments.

This carefully sequenced developmental process has positioned Ohio to capitalize on new initiatives such as the School to Work Opportunities Act of 1994. It would appear that such initiatives not only validate the substance of "Ohio's Future at Work" blueprint, but they also promise to infuse it with new vigor.

To the Ohio Departments of Development and Education, the Ohio Bureau of Employment Services, and the Ohio Board of Regents

Recommendation

Capitalize on the experience gained in six School-to-Work Demonstration Projects during Fiscal 1994 and expand collaborative efforts involving business, industry, labor, and education in the future so that additional students may gain real-life work experiences while pursuing academic and skill-development programs.

Rationale

The six demonstration projects referenced above include (1) Project Smart, a collaboration between the Cleveland Public Schools and the Cleveland Advanced Manufacturing Program; (2) the Lorain County School-to-Work Program; (3) the Administrative Technology Mentorship Program, a collaboration between local business, Eastland Career Center, and Columbus State Community College; (4) Toledo's Youth Apprenticeship Program, which brings together the Private Industry Council, the public schools, and local employers; (5) a program involving Owens Technical College and Grob Systems Inc., which is modeled after Grob's apprenticeship program in Germany; and (6) the Automotive Technology Tech-Prep Apprenticeship Program at Dayton, which also involves Sinclair Community College.

These programs should help enhance the competitiveness of the future workforce of Ohio and the Nation. Furthermore, such programs should help Ohio capitalize on new resources made possible by the School to Work Opportunities Act of 1994.

To the Ohio Departments of Education and Rehabilitation & Correction

Recommendation

Search for additional sources of funding that could be used to expand and intensify educational, job placement, and follow-up programs for Ohio's incarcerated population. Concurrently, the Ohio Department of Education is urged to intensify efforts to improve all facets of K-12 education as the surest means of equipping youth with the knowledge, skills, and attitudes that result in productive, socially acceptable behavior within the family, on the job, and in the community.

Rationale

During its 1994 Public Meeting, the Ohio Council on Vocational Education heard testimony that included the following data: (1) 21,000 new inmates enter Ohio's prison system each year; (2) 75 percent do not have a high school diploma or GED; (3) up to 80 percent do not have marketable job skills; (4) 40 percent function below the sixth-grade reading level; (5) 50 percent have learning disabilities; (6) among those under 22 years of age, up to 18 percent probably would be eligible for special education; and (7) approximately 98 percent will at some point re-enter society.

One of the three individuals who offered testimony about the incarcerated said, "Our inmates have demonstrated the ability to learn while they are incarcerated." Data from two recidivism studies in the past 10 years were cited in support of this assertion. Compared to a 30 percent recidivism rate for the general population, vocational graduates had a 12 percent rate. This would seem to indicate that dollars invested in the education of the incarcerated do pay off.

To the Ohio Department of Education

Recommendation

Explore the feasibility of establishing a clearinghouse for information about the successful employment of individuals with special needs.

Rationale

During its 1994 Public Meeting, the Ohio Council on Vocational Education received testimony from a restaurant executive regarding the special efforts his company is making, in conjunction with vocational education, to prepare special needs students for employment. He told the Council, "I'm happy to report to you today this program has been successful."

A clearinghouse stocked with profiles of such programs could prove to be useful to employers, educators, and personnel associated with state and local agencies that provide help for individuals with special needs. Each profile should highlight the unique measures that were taken in order to program the effort for success.

Such a clearinghouse could be housed within the Division of Vocational and Career Education or the Division of Special Education. In either case, a collaborative effort between the two divisions could be easily arranged because of their long record of productive collaborations.

To the Division of Vocational and Career Education

Recommendation

Explore the following initiatives in order to give Career Passports the best opportunity to have an impact on the recruitment and placement of students who complete vocational education programs: (1) in-service training for personnel who will be completing Career Passports and (2) collaborative communication projects with statewide trade associations that draw membership from employers and community service clubs.

Rationale

The Career Passport project is one of the most notable successes achieved by the Ohio Department of Education in recent years. Everything about the passports comes across as first class.

The challenge now is to see that vocational educators understand clearly what kind of information is to be included in each student's passport. This dare not become "just more paperwork" for teachers and other busy professionals. They must know how to translate the blank passport into the best and most accurate portrayal of what the student can do. And, they must be given the time to attend to this task; it cannot become a mere add-on for fully engaged professionals.

To maximize awareness and understanding of Career Passports on the part of Ohio employers will require a comprehensive communications program, one that may well be beyond the customary resources of the Ohio Department of Education. Given the high quality of the Career Passports and their importance to students and employers alike, the Department may find willing dissemination allies among such organizations as the Ohio Society of Association Executives, the Ohio Chamber of Commerce, the Ohio Manufacturers' Association, the Ohio AFL-CIO, the Ohio Retail Merchants' Association, selected local affiliates of these organizations, and such community service clubs as Rotary and Kiwanis, which have a long history of sponsoring youth-development and vocational-service programs.

Responses to 1994 Recommendations

The State Board of Education, through the Division of Vocational and Career Education, has responded to the 1994 recommendations of the Ohio Council on Vocational Education as follows:

To the Ohio General Assembly

Recommendation

Oppose legislation that would limit user choice and access to Ohio's extensive system of secondary and postsecondary adult vocational education.

Division Response

The State Board of Education policy and budget recommendations to the Governor and the members of the 121st Ohio General Assembly recommended an increase in postsecondary adult vocational education funding to $20,577,000 in FY 96 and $23,100,000 in FY 97. The recommendations are a substantial increase of the FY 95 adjusted appropriation level of $17,035,956. The increase will be assigned to offset the loss of federal funds and expand full-time adult programs by an additional 50 units in 1997. The recommendations also recommend continuing funding for general education development and adult high school programs, an increase in the adult basic and literacy education (ABE) funding. The State Board of Education also included recommendations to equalize the distribution of categorical funding of programs including vocational education with basic state aid. The funding recommendations recognize the need for customer choice regarding the how and when of vocational education.

To the Ohio Board of Regents and the Ohio Board of Education

Recommendation

Provide the staffing required to expand and refine Tech-Prep initiatives in Ohio.

Division Response

The Ohio Board of Regents and the Ohio Department of Education endorse the concept of providing the staffing required to expand and refine Tech-Prep initiatives in Ohio.

Currently, Elaine Edgar with the Ohio Board of Regents, Jack Lentz with the Ohio Department of Education, and Cathy Scruggs with the Center on Education and Training for Employment are employed full-time to lead the state Tech-Prep initiative. In addition, Vicki Melvin, Acting Director, Division of Vocational and Adult Education, Ohio Department of Education, and Jonathan Tafel, Director, Academic Initiatives and Education Linkages, Ohio Board of Regents, provide leadership to Tech-Prep. Furthermore, 24 consortia are in operation in Ohio with each consortium employing staff to lead their local initiative.

Although progress has been made in addressing this issue, additional staffing is still needed to support professional development, curriculum assessment, program evaluation, and linkages with other Ohio and national reform initiatives. To that end, state support of Tech-Prep has been requested for the 1996-97 biennium budget.

To the Ohio Board of Education

Recommendation

Continue to seek the funding required to fully implement the Individual Career Plans (ICPs) and Career Passports at the secondary level.

Division Response

Ohio continues to make great strides in the implementation of Individual Career Plans (ICPs) and Passports. In FY 94, 90 percent (128,543 students) of the total Ohio eighth grade population initiated ICPs. In addition, 24,300 ICPs were initiated by seventh grade students, and 7,658 ICPs were initiated by sixth grade students. The ICP core standard and performance measure was implemented for the first time to measure the ICP process. More than 2,500 eighth grade students across the state were interviewed through an interval sampling procedure. Of the students interviewed, 82 percent were able to articulate career goals and educational plans to achieve those goals.

Also during FY 94, ICPs were reviewed by 90,929 ninth grade students and 35,605 tenth grade students.

In FY 94, 20,000 Career Passports for vocational completers were purchased for distribution.

In FY 95, all eighth grade students will have initiated ICPs, and all ninth grade students will have the opportunity to review and revise their ICPs. In addition, the Career Passport for all students (not just vocational students) will be field tested with a pilot group of students at the eleventh grade in each VEPD.

By the end of the next biennium (FY 97), all students in grades 8-11 will have ICPs, and all students in the eleventh grade will have initiated a Career Passport. Funding will be needed to continue career activities for these students to review, verify, and revise their ICPs. These activities include (at least) further career assessment, job shadowing

or mentoring activities, additional career research, continued implementation of the core standard through an interval sample of students in grades 8-11, and the development of a Career Passport for all students, not only vocational completers. Obviously, implementation of these activities will require additional professional development for secondary educators. Some of the funding will be used to actually purchase the ICP and Career Passport documents.

Funding will also be used to provide career awareness in grades K-5, so students will have early documentation of career activities to provide a foundation for the ICP at the eighth grade.

To the Division of Vocational and Adult Education

Recommendation

Explore additional methods for enhancing continuous communications with vocational and career professionals at all levels in Ohio.

Division Response

Declining federal resources over the past 10 years have resulted in a significant decrease in the number of state leadership positions for Vocational and Adult Education in Ohio. The decline in personnel has resulted in the need for new and improved methods of communications between and among vocational educators. New technologies offer increased opportunities for communication, including the use of electronic mail, the INTERNET system, fax communications, and computer bulletin boards. The division has also offered joint local and state meetings across service areas to attract wide audiences. Enhancement of continuous communications with vocational education personnel at all levels in Ohio continues to be a major goal for the Ohio Department of Education.

Research and Publications

During FY 1994, the Ohio Council on Vocational Education (OCOVE) conducted four research and publishing efforts. A major study -- involving school-to-work transition -- is described below.

Two other major research studies involved data gathering for the biennial report and updating OCOVE's handbook on providing vocational education for students with disabilities.

The report on the biennial evaluation is being published as a supplement to OCOVE's FY 1994 Annual Report. The updated handbook on vocational education for students with disabilities is scheduled for publication in FY 1995 or during FY 1996.

In its continuing effort to promote accessibility to vocational education programs in the state of Ohio, OCOVE published a brochure titled "Springboard to Success for Thousands of Ohioans." A copy of the brochure, sent to each school district in Ohio and to other agencies and individuals, brought requests for additional copies from throughout the state.

School-to-Work Publication

In 1992, the Ohio Council on Vocational Education (OCOVE) published a research report on school-to-work transition in Ohio, in an effort to create greater awareness about this important topic.

The 1992 report was destined to have a short shelf life. The STW movement gathered momentum so quickly that the Council soon saw fit to authorize a new study. Bev Gifford, of Chagrin Falls, Ohio was engaged as the researcher for this study.

As soon as the School to Work Opportunities Act of 1994 was signed into law, Ms. Gifford launched her study. She began by conferring with state officials in order to identify existing school-to-work programs and demonstration projects in Ohio that could be adapted or adopted by other vocational educators.

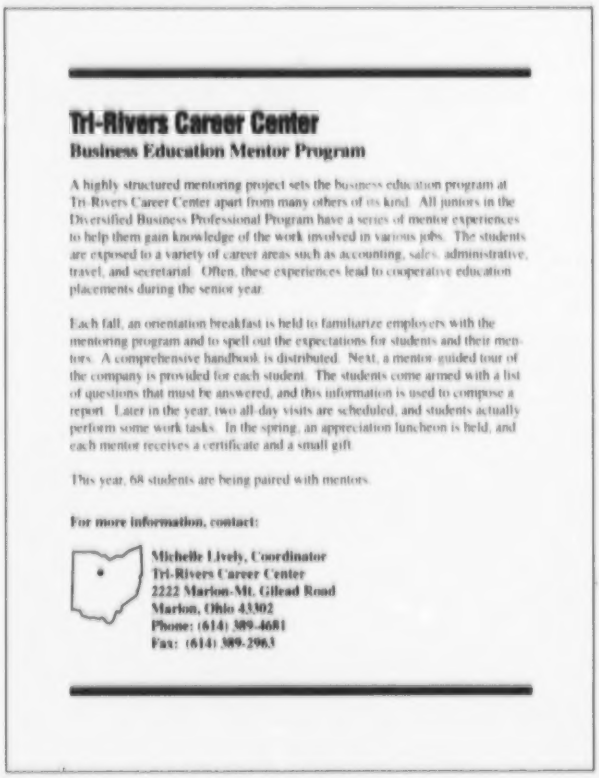
The profiles of 23 such programs and projects constitute the heart of this report. They are illustrations only and far from exhaustive. OCOVE hopes that these profiles will encourage vocational educators to intensify, refine, and expand existing school-to-work efforts.

The demonstration projects include city schools, joint vocational schools, technical and community colleges, a Private Industry Council, and Tech Prep Consortia.

The profiles of existing school-to-work transition opportunities represent programs for regular in-school students, regular cooperative education programs, JTPA-eligible in-school youth and regular and disadvantaged adults. A sample profile is pictured below.

Ms. Gifford and the Council are deeply indebted to state officials and local program/project personnel for their cheerful assistance in providing information and expert counsel throughout the research-and-writing process.

The immediate response to this publication -- from teachers to the National Office for School-to-Work -- was such that the supply of printed reports was quickly exhausted. However, anyone wishing to have a photocopy of the report may write or call OCOVE.



Tri-Rivers Career Center

Business Education Mentor Program

A highly structured mentoring project sets the business education program at Tri-Rivers Career Center apart from many others of its kind. All juniors in the Diversified Business Professional Program have a series of mentor experiences to help them gain knowledge of the work involved in various jobs. The students are exposed to a variety of career areas such as accounting, sales, administrative, travel, and secretarial. Often, these experiences lead to cooperative education placements during the senior year.

Each fall, an orientation breakfast is held to familiarize employers with the mentoring program and to spell out the expectations for students and their mentors. A comprehensive handbook is distributed. Next, a mentor-guided tour of the company is provided for each student. The students come armed with a list of questions that must be answered, and this information is used to compose a report. Later in the year, two all-day visits are scheduled, and students actually perform some work tasks. In the spring, an appreciation luncheon is held, and each mentor receives a certificate and a small gift.

This year, 68 students are being paired with mentors.

For more information, contact:

Michelle Lively, Coordinator
Tri-Rivers Career Center
2222 Marion-Mt. Gilead Road
Marion, Ohio 43302
Phone: (614) 389-4681
Fax: (614) 389-2963

(Sample S-T-W Profile)

Employment Rates

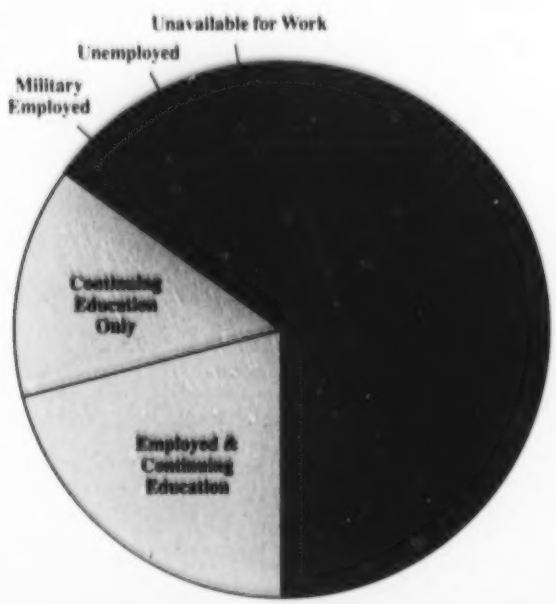
Vocational and technical education in Ohio continues to pay off in jobs for graduates of secondary school programs, students who complete postsecondary programs, and adults available for employment who complete long-term programs. As of January 30, 1994:

- 93.9% of the 1993 secondary graduates available for employment were employed in the military or the civilian labor force.
- 95.4% of the students who completed postsecondary and long-term adult programs, and who were available for employment, were employed in the military or civilian labor force.

By comparison, 16.1% of Ohio youths 21 years of age and under were unemployed, and the overall unemployment rate was 7.2% in 1993.

"Status Known" Secondary Vocational Completers, by Status

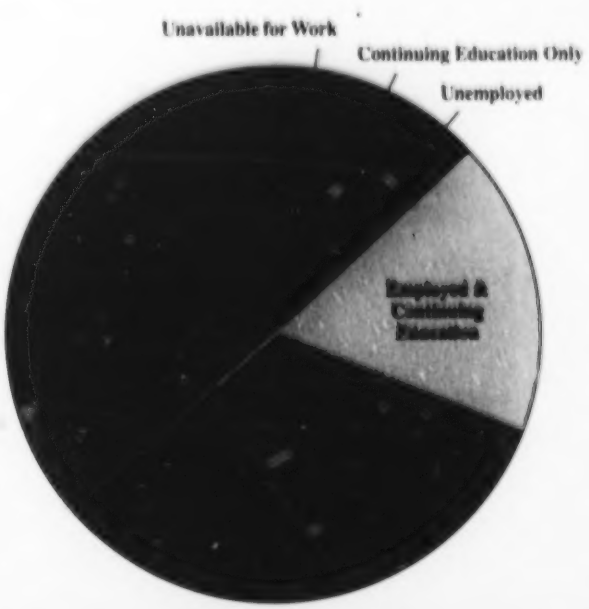
These figures represent all vocational completers except those whose status was unknown.



Category	Percent
Civilian Employed Only	50%
Employed & Continuing Education	21%
Continuing Education Only	14%
Military Employed	5%
Unemployed	5%
Unavailable for Work	5%

"Status Known" Postsecondary Vocational Completers, by Status

These figures represent all vocational completers except those whose status was unknown.



Category	Percent
Civilian Employed Only	69%
Employed & Continuing Education	18%
Continuing Education Only	4%
Military Employed	0%
Unemployed	4%
Unavailable for Work	5%

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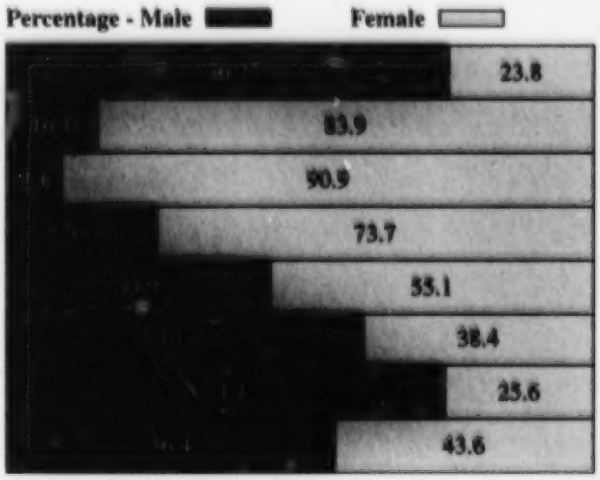
Secondary School Employment Training

These data portray vocational education secondary school enrollment in employment training by service area and sex. Enrollment by racial/ethnic and special needs designations is also shown.

Secondary Enrollment in Employment Training in Ohio by Service Area and Sex, 1994

Service Area	Number
Agriculture	18,994
Business	13,816
Health	3,491
Home Economics	4,975
Marketing	7,098
Special Needs	964
Trade & Industry	41,139
TOTAL [a]	90,477



Racial/Ethnic Designation of Students Enrolled in Secondary Programs[b]

Designation	% of Enrollment	Number
American Indian	.2%	139
Asian American	.3%	310
African American	15.1%	13,644
Hispanic	1.9%	1,756
White	82.5%	74,628
TOTAL		90,477

Special Needs Designation of Students Enrolled in Secondary Programs

Designation	% of Enrollment	Number
Disadvantaged	40.9%	37,031
Handicapped	14.6%	13,221
Limited English	<1%	97

(a) FY 94 Closing Executive Report VEDS Information. Job training only.

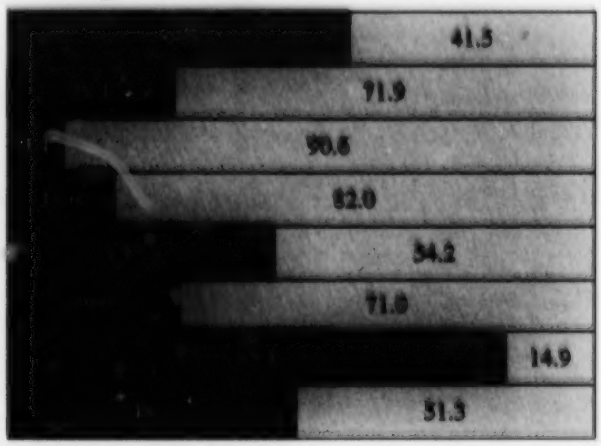
(b) FY 94 Closing VEDS NCES 2404A, Part A, Section 1.

Full-Time Adult Employment Training

These data portray full-time adult enrollment in employment training by service area and sex. Enrollment by racial/ethnic and special needs designations is also shown.

Full-Time Adult Enrollment in Employment Training in Ohio by Service Area and Sex, 1994

Service Area	Number	Percentage - Male	Female
Agriculture	2,408	58.5	41.5
Business	14,342	28.1	71.9
Health	5,479	9.4	90.6
Home Economics	6,435	18.0	82.0
Marketing	13,024	65.8	34.2
Transition Programs	6,379	29.0	71.0
Trade & Industry	23,827	85.1	14.9
TOTAL [a]	71,894	48.7	51.3



Racial/Ethnic Designation of Students Enrolled in Full-Time Adult Programs[b]

Designation	% of Enrollment	Number
American Indian	0.2%	166
Asian American	0.4%	276
African American	10.5%	7,553
Hispanic	1.2%	827
White	87.7%	63,072
TOTAL		71,894

Special Needs Designation of Students Enrolled in Full-Time Adult Programs

Designation	% of Enrollment	Number
Disadvantaged	24.7%	17,734
Handicapped	1.3%	934
Limited English	< 1	168

(a) FY 94 Composite Closing Executive Report of VEDS Information. Job training only.

(b) FY 94 Closing VEDS NCES 2404A, Part A, Section 1.

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Vocational Education for Special Populations

Federal vocational education legislation places high priority upon assuring that quality vocational education programs are available to special populations. The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 directs specific attention to: (1) single parents, displaced homemakers, and pregnant women; (2) sex equity programs; (3) criminal offenders; (4) adults in need of training; (5) disabled persons; (6) limited English-proficient persons; and (7) disadvantaged persons.

1. Single Parents, Displaced Homemakers, and Single Pregnant Women

In FY 94, Ohio used Single Parent, Displaced Homemakers, and Single Pregnant Women set-aside monies to fund three grants, as follows:

A. **Displaced Homemaker**. This grant is designed to help displaced homemakers and single parents make the transition from homemaking to wage earning through education, training and support services. The program emphasizes personal development, career exploration, employability, and resource management skills. Number served: 1,918.

B. **Graduation, Occupation, and Living Skills (GOALS)**. This grant enables single parents and homemakers with dependent children who have dropped out of high school to obtain a GED, attain job skills, function as a responsible parent, and become economically independent. Number served: 587.

C. **Comprehensive Support Services (CSS)**. This grant for Single Parents, Displaced Homemakers and Single Pregnant Women provides dependent care, transportation assistance, tuition, and nontraditional occupational entry expenses to individuals with the greatest financial need to enable them to become economically self-sufficient. Number served: 1,721 adults and 469 secondary students. Also, 1,118 dependents received care while their parent/guardian attended an educational program.

GRADS (Graduation, Reality, and Dual-role Skills) programs serve adolescent parents and pregnant adolescents in Grades 9-12. Program goals are to keep participants in school during pregnancy and after the birth of the child, and to educate them in health care practices. Programs in 622 schools served 11,529 students.

2. Sex Equity Program

Four grants were funded through the sex equity set-aside in FY 94, as follows:

A. **NETWork** (Nontraditional Education for Teens Work), a one-year vocational education program for female high school students interested in exploring nontraditional careers and training programs, was taught at five sites in FY 94, with 98 students enrolling in the program and 78 students completing the program.

B. **ONOW** (Orientation to Nontraditional Occupations for Women), an eight-week vocational training program designed for economically disadvantaged women who wish to enter high wage, nontraditional occupations, served 358 at eight sites.

C. **VBO** (Ventures in Business Ownership), a program to help single parents, displaced homemakers, and single pregnant women explore business ownership and develop a plan for starting a business, served 225 students at ten sites.

D. **PATE** (Promoting Access in Technical Education), is designed to help students become aware of, and enroll in, technical education programs because of interest and ability rather than on the basis of gender. The grant was one year, with a renewal option for one additional year.

Among Ohio's secondary, full-time adult, and public occupationally specific associate degree programs, FY 94 enrollments in nontraditional programs were as follows:

	Males	Females
Secondary	6,462	4,496
Full-time Adult	3,336	2,541
Occupationally Specific Associate Degree	886	1,755
TOTAL	10,684	8,792

3. Criminal Offenders

Vocational education was provided to 1,449 adults and 2,157 secondary-level incarcerated individuals in nine youth and seventeen adult correctional institutions. These programs are supported under the Division of Vocational and Career Education unit-funding system. Secondary-level programs are also provided at the Ohio Veterans' Children's Home.

4. Adults in Need of Retraining

In TRANSITIONS programs, a total of 6,574 dislocated workers, employable recipients of Aid to Dependent Children or General Relief, and other adults needing job readiness/career transition instruction received instruction during FY 94.

The WORK AND FAMILY program served 3,530 employed adults in FY 94. This program attempts to help such individuals balance work and family responsibilities. Seminars are conducted at the job site for both single parents and employed spouses on how to manage the demands of the home, family, and the job.

5. Disabled Persons

A total of 30,458 disabled students were enrolled in secondary vocational education programs, or 11.2% of the 273,052 students enrolled.

A total of 13,211 disabled students were enrolled in secondary job-training vocational education programs, or 14.6% of the 90,477 students enrolled.

A total of 1,324 disabled students were enrolled in full-time postsecondary/adult vocational education programs.

6. Limited English Proficient (LEP) Persons

A total of 489 LEP students were enrolled in secondary vocational education programs.

A total of 97 LEP students were enrolled in secondary job training vocational education programs.

A total of 180 LEP students were enrolled in full-time postsecondary/adult vocational education programs.

7. Disadvantaged Persons

A total of 83,284 disadvantaged students were enrolled in secondary vocational education programs, or 30.5% of the 273,052 students enrolled.

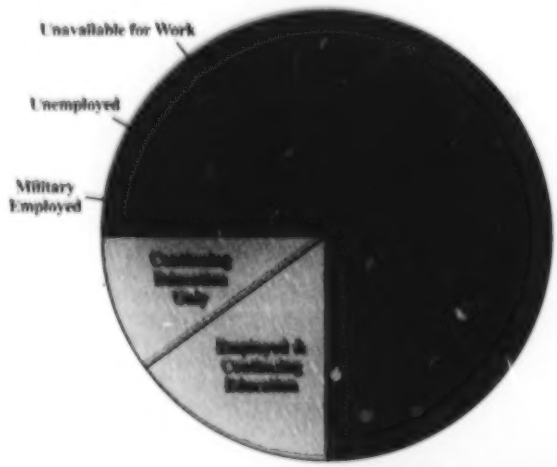
A total of 37,031 disadvantaged students were enrolled in secondary job training vocational education programs, or 40.9% of the 90,477 students enrolled.

A total of 26,200 disadvantaged students were enrolled in full-time postsecondary/adult vocational education programs, or 32.2% of 81,367 students enrolled.

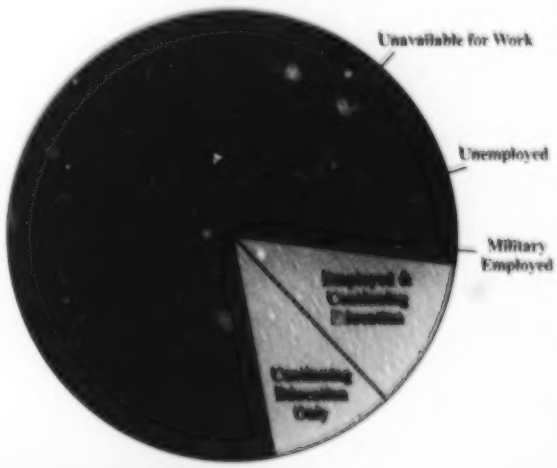
"Status Known" Special Population Secondary Vocational Completers Status - 1993

These figures represent all vocational completers except those whose status was unknown.

Disadvantaged



Disabled



Category	% Disadvantaged	% Disabled
Civilian Employed Only	55%	60%
Employed & Continuing Education	17%	11%
Continuing Education Only	10%	9%
Military Employed	5%	2%
Unemployed	6%	9%
Unavailable for Work	7%	9%

Vocational education continues to serve special needs students effectively, as shown in the above follow-up of Ohio special needs secondary vocational program completers. As of September 30, 1994:

- 92.3% of the disadvantaged students who completed secondary programs and were available for military and civilian employment were employed.
- 88.8% of the 1993 disabled secondary program completers available for military & civilian employment were employed.

In comparison, 93.9% of all students who graduated from a vocational program in Ohio's secondary schools in 1993 and were available for military and civilian employment were employed.

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Vocational Education for Adults

The Division of Vocational and Career Education, Ohio Department of Education, lends support to a wide range of services and educational programs for Ohio's adults. Division funds were received by:

- **Part-time adult employment training programs** for persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment. A total of 150,959 adults, including 7,072 in the apprentice programs, were enrolled.
- **Full-time adult employment training programs** for 81,367 adults who had completed or left high school and who wish to train for occupations best learned in programs of one year in length.
- **35 Adult Vocational Education Full-Service Centers** established to meet changing private-sector needs in a way that is adaptive to the changing needs of employees. This statewide network offers adult learners vocational assessment, vocational counseling, and job-readiness instruction.

Postsecondary Technical Education

Ohio's 23 technical and community colleges teach the application of knowledge and skills required for employment and advancement in technical occupations. Some technical education is also provided at 25 university regional campuses. Generally, technicians have practical knowledge and experience that complements the theoretical knowledge of professionals.

Course Offerings
Meeting the needs of a diverse student body requires a broad spectrum of programs. Ohio's technical colleges offer over 100 associate degree programs, a variety of university-parallel pre-baccalaureate degree programs, computer-assisted programs, work-site training, cooperative work experience, apprenticeship and journeyman programs, and credit and non-credit instruction.

Administration
The Board of Regents coordinates technical, community, state community colleges, and university branches, but each institution has its own board of trustees.

Funding
The major funding for postsecondary technical education comes from tuition and state instructional subsidy. Other operating funds are derived from a variety of sources.

Enrollment
In 1993, Full-Time Equivalent (FTE) enrollment[a] in Ohio's two-year colleges and regional campuses was as follows:

Community Colleges	49,922
Technical Colleges[b]	28,305
University Regional Campuses	26,136
TOTAL	104,363

(a) Ohio Board of Regents, Fall 1993. FTE Summary of Enrollment in Ohio's Institutions of Higher Learning.

(b) Wooster Agricultural Technical Institute enrollment included with regional campuses.

Tech-Prep

In FY 94, the Ohio Department of Education's Division of Vocational and Career Education and the Ohio Board of Regents continued to work cooperatively to facilitate the growth of Tech-Prep as demonstrated by the following state-level Tech-Prep activities:

- Administrating federal Tech-Prep dollars,
- Coordinating consortia activities,
- Providing curriculum support and coordination,
- Facilitating systemic change,
- Evaluating the effectiveness of Tech-Prep, and
- Coordinating state-level marketing activities.

These activities resulted in funding 24 consortia, representing 35 colleges, 320 secondary school districts, and hundreds of business, industry, and labor representatives. Consortia planning focused on developing programs in computer processing and engineering, manufacturing, and health technologies.

For the 1994-95 school year, approximately 800 students are enrolled as Tech-Prep students, and that number is expected to increase to 2,000 for the 1995-96 school year. (A Tech-Prep student is identified as: . . a student who, beginning in grade 11 and continuing through the associate degree or two-year certificate program, is enrolled in the academic, occupational and employability competency delivery system as identified by a sanctioned Tech-Prep demonstration site.)

Investment of Resources

Sources of Ohio's Vocational Funds

The total estimated budget of $698,554,274 represents an increase of $20,002,242, most of which was absorbed by local districts to cover inflationary costs of operation.

Over the past three years, the State's share has declined due to lack of State increases in secondary and adult funding.

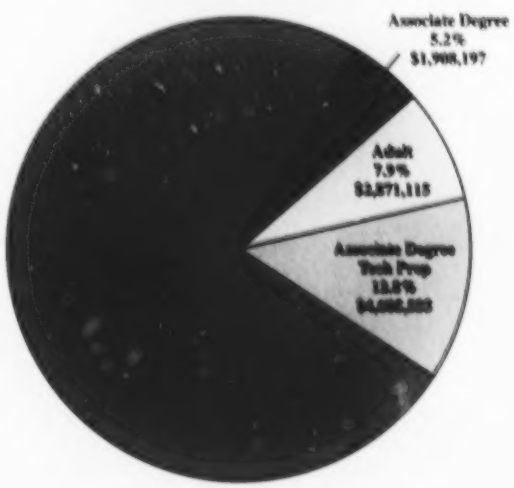
Although federal funding decreased by $190,596 from FY 94 to FY 95, the federal share of total funding remained constant. The burden of funding vocational education programs continues to shift to the local level.

FY 95 Revenue (estimated)[a] By Source

Allocation of Federal Funds by Educational Level

As required by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, the Council has analyzed the allocation of $36,497,653 in federal funds for program improvement in vocational/technical education by educational level.

FY 95 Allocation of Federal Funds for Program Improvement By Educational Levels[a]



(a) 1994 Accountability Report and 1995-96 State Plan.

1994 Budget Accountability Report

	1994 Actual Expenditures[a]			1994 Planned Expenditures				
	TOTAL	Federal	State/Local	Setasides	TOTAL	State	Local	TOTAL
Title II Total					42,742,615			
State Administration	3,240,132	1,578,315	1,661,817	5%	2,126,752	2,085,465		4,212,217
Sex Equity Administration	***156,069***	***88,500***	67,569	$60,000	***60,000***	***60,000***		***120,000***
State Program & Leadership	4,566,067	4,566,067		8.5%	3,615,479			3,615,479
Assessment	552,735	552,735			***500,000***			
Curriculum	525,977	525,977			***700,000***			
Personnel Development	1,764,909	1,764,909			***1,700,000***			
Other State Programs	5,747,180	5,747,180		10.5%	4,466,179			
Single Parent, Displaced Homemakers Single Pregnant Women (active hold harmless)	4,346,984	3,779,986	566,998	7-7.5%	***3,190,128***		478,519	3,668,647
Sex Equity Programs (active hold harmless- does not meet hold harmless requirement)	1,056,542	918,732	137,810	3-3.5%	***1,276,051***		95,704	1,371,755
Criminal Offender (active hold harmless)	1,048,462	1,048,462	0	1%	632,924	2,737,603	2,737,603	6,108,130
Secondary, Postsecondary, Adult[b]	167,697,997	32,348,710	135,349,287	75%	31,901,281	318,181,381	318,181,381	668,264,043[a]
Secondary	140,901,792	27,297,965	113,603,827	85%	27,116,089	209,865,795	209,865,795	446,847,679
Career Development	11,208,084	6,060,856	5,147,228	6% of sec. basic grant	***1,626,965***		***20,100,718***	***21,727,683***
Adult	19,711,151	2,972,073	16,739,078	15% [60]	2,871,115	17,051,620	64,146,570	84,069,305
Associate Degree	2,078,672	2,078,672	0	15% [40]	1,914,077	N/A	N/A	1,914,077[a]
Title III Total	15,152,313	7,478,023	7,674,290		6,721,642			
Part A: Community Based Organizations	497,127	497,127			522,584			522,584
Part B: Consumer and Homemaking	8,796,906	1,122,616	7,674,290		1,496,734	7,060,168		8,556,902
Economically Depressed Areas	***2,324,420***	***782,293***	***1,389,333***	33.3%	***498,412***	***6,970,364***		***7,468,776***
State Administration	***181,932***	***90,966***	***90,966***	6%	***89,804***	***89,804***		***179,608***
Part C: Career Guidance and Counseling	(No appropriation)			(No appropriation)				
Part D: Business-Labor Education Partnerships	(No appropriation)			(No appropriation)				
Part E: Tech-Prep Education	5,597,474	5,598,371			4,702,324			4,702,324
Part F: Supplemental Grants	238,839	259,909				N/A	N/A	N/A
Total - Titles II and III[c]					49,464,257			

Amounts in bold italics duplicate part of the totals; however, they are included for reporting purposes.

(a) Expenditures do not include carryover funds from previous Perkins Act.

(b) Actual expenditures for State/Local funds were not available by sub category.

(c) Total state and local expenditures shown in this analysis relate only to federal categories shown and do not represent total state and local expenditures for vocational/technical education.

Allocation and Use of Federal and Other Resources

Annual State Plan Budget - FY 1995

	Federal Funds		Non-Federal Funds		
Funding Categories	**Setasides**	**Total**	**State**	**Local**	**TOTAL**
Title II Total		42,570,365			
State Administration	5%	2,077,333	2,085,465		4,162,798
Sex Equity Administration	$60,000	***60,000***	***60,000***		***120,000***
State Program and Leadership	8.5%	3,604,371			3,604,371
Assessment		***500,000***			
Curriculum		***700,000***			
Personnel Development		***1,700,000***			
Other State Programs	10.5%	4,452,459			
Single Parents, Displaced Homemakers, Single Pregnant Women (active hold harmless)	7-7.5%	***3,180,328***		478,519	3,658,847
Sex Equity Programs (active hold harmless)	3-3.5%	***1,272,131***		95,704	1,367,835
Criminal Offenders	1%	632,924	2,601,520	2,601,520	5,835,964
Secondary, Postsecondary, Adult	75%	31,803,278	318,181,381	318,181,381	668,166,040
Secondary	85%	27,032,786	211,178,540	211,178,540	449,389,866
Career Development	6% of sec. basic gram	***1,621,967***	0	***20,100,718***	***21,722,685***
Adult	15% [60]	2,862,295	17,051,620	58,398,026	78,311,941
Associate Degree	15% [40]	1,908,197	N/A	N/A	N/A[a]
Title III Total		6,721,642			
Part A: Community Based Organizations		521,007			521,007
Part B: Consumer and Homemaking		1,496,734	7,841,804		9,338,538
Economically Depressed Areas	33.3%	***498,412***	***7,752,000***		***8,250,412***
State Administration	6%	***89,804***	***89,804***		***179,608***
Part C: Career Guidance and Counseling	[No appropriation]				
Part D: Business-Labor Education Partnerships	[No appropriation]				
Part E: Tech-Prep Education		4,685,555			4,685,555
Part F: Supplemental Grants		0	N/A	N/A	N/A
Total - Titles II and III[b]		49,273,661			

Amounts in bold italics duplicate part of above totals; however, they are included for reporting purposes.

(a) Associate Degree state and local funds not included. Figures not available.

(b) Total state and local expenditures shown in this analysis relate only to federal categories shown and do not represent total state and local expenditures for vocational/technical education.

Progress Report on the Objectives of the State Plan

The three-year Vocational Education Plan of the Ohio Department of Education has twenty-five objectives. These objectives are grouped by type of objective into clusters relating to: integration of academic and vocational instruction, enrollment, and placement.

Some clusters of objectives are further divided by educational level and by primary and secondary indicators. Abbreviated statements of each of the twenty-five objectives are shown below with indications of achievement by the end of Fiscal Year 1994. [1] With the exception of adult education enrollments, which have been severely impacted by the loss of federal and state funds, the state plan objectives were on target.

Objectives by End of FY 94	Accomplishments by End of FY 94
Integration of Academic and Vocational Instruction	
1. 60% of eligible in-school vocational education occupationally specific programs will include correlated academic instruction in math, science, and/or communications.	Percentage increased from 31% to 45.2% in FY 92, 50.3% in FY 93, and 56.9% in FY 94.
2. 20% of eligible cooperative vocational education occupationally specific programs will include correlated academic instruction in math, science, and/or communications.	Progress made in the initial three years of implementation. 11.5% in FY 94.
3. 60% of Occupational Work Adjustment (OWA) programs will provide academic instruction in math, language arts, reading, general science, and/or social studies taught by certified OWA teachers.	92.7% of OWA units included at least one academic class.
4. 50% of Occupational Work Experience (OWE) programs will provide academic instruction in math, language arts, reading, general science, and/or social studies taught by certified OWE teachers.	42% of OWE programs included at least one academic class.
Enrollment	
Secondary Education	
5. 45% of 11th and 12th graders are enrolled in secondary occupationally specific programs, and OWE programs.	30.5% were enrolled.
6. 75% of 11th and 12th grade disadvantaged students (22% of the 11th and 12th grade population) are enrolled in secondary occupationally specific programs and OWE programs.	40.93% of the disadvantaged students were enrolled, but some were below 11th grade level.
7. 50% of 11th and 12th grade disabled students (11% of 11th and 12th grade population) are enrolled in secondary occupationally specific programs.	The target number was 12,886. 13,211 of the 11th and 12th grade disabled students were enrolled, but some were below 11th grade level.
8. 20% of students in grades 9 through 12 are served in Consumer Homemaking programs.	26.83% were enrolled. Some duplication of count may exist.
9. 30% of dropout-prone youth who are 14 to 15 years old are served by OWA programs.	10,224 students were served. Base data not yet available to determine the percentage count.

(1) FY 94 OCAPR, Sec. II, pps. 13-20.

Objectives by End of FY 94	Accomplishments by End of FY 94
Enrollment (continued)	
10. 11,000 dropout-prone youth at the 7th and 8th grade levels living in economically depressed areas will be served in Impact Consumer Homemaking programs.	The goal was exceeded in FY 92 and FY 93. 10,611 in FY 94.
11. Nontraditional programs will reflect nontraditional gender enrollment of 25% or more.	Nontraditional gender enrollment was 19,476. Percentages not available.
Adult Education	
12. Full-time adult programs will serve 75,021 or 20% of the individuals needing training or retraining each year.	71,894 were served in FY 94, up 2.1% from FY 93 and up 8.5% from FY 92.
13. Part-time adult programs will serve 224,319 or 60% of the adult workforce that needs training or retraining each year.	150,959 were served. Increased state funding needed to replace lost federal funding.
Placement	
Secondary Education Programs - Primary Indicators	
14. At least 60% of secondary completers available for civilian employment are employed in occupations related to their training.	71.3% of FY 93 completers.
15. The employment rate of secondary completers available for civilian employment equals or exceeds 84%.	93.9% of FY 93 completers.
16. At least 90% of secondary completers are reported in follow-up categories other than "status unknown."	93.3% of FY 93 completers.
Secondary Education Programs - Secondary Indicators	
17. 60% of secondary completers continuing their education are employed in related civilian occupations or enrolled in related education program.	85.5% of FY 93 completers.
18. Of secondary students available for employment, percentage of students employed in the military or the civilian labor force exceeds 84%.	94.3% of FY 93 students.
19. 85% of secondary completers are employed in the civilian labor force, continuing their education, or employed in the military.	83.7% of FY 93 completers.
Full-time Adult Programs - Primary Indicators	
20. At least 80% of full-time adult completers available for civilian employment are employed in occupations related to their training.	84.1% of FY 93 completers.
21. The employment rate for full-time adult completers available for civilian employment equals or exceeds 85%.	95.4% of FY 93 completers.

(cont.)

Progress Report on the Objectives of the State Plan (cont.)

Objectives by End of FY 94	Accomplishments by End of FY 94
Placement (continued)	
Full-time Adult Programs - Secondary Indicators	
22. At least 90% of full-time adult completers are reported in categories other than "status unknown."	90.4% of FY 93 students.
23. At least 90% of full-time adult completers continuing their education are employed in related civilian occupations or enrolled in related educational programs.	90.0% of FY 93 completers.
24. Of the full-time adult students available for employment, the percentage of students employed in the military and in the civilian labor force exceeds 90%.	95.4% of FY 93 completers.
25. 90% of full-time adult completers are employed in the civilian labor force, continuing their education, or employed in the military.	81.7% of FY 93 completers.

Coordination Activities

Attainment of a strong and flexible workforce demands the efficient use of all of Ohio's vocational/technical education training resources. Effective dialogue between educators and representatives of business and industry is required. Likewise, dialogue between and among public agencies enhances the quality of occupational education and optimizes local, state, and national resources.

The Governor's Human Resources Investment Council

FY 94 saw the establishment of a new and important policy-making entity in Ohio, the Governor's Human Resources Investment Council (GHRIC). The GHRIC subsumed the functions of the former Human Resources Advisory Council, which was authorized to oversee JTPA and the Employment Service. In addition, the GHRIC reviews and makes recommendations concerning Adult Education and Literacy, Job Opportunities and Basic Skills, Food Stamp Employment and Training, and numerous state programs for job creation and economic support services. Clearly, the GHRIC, even more than the former council, addresses constituencies that overlap those of the vocational education system and OCOVE.

Governor George V. Voinovich created the GHRIC in June of 1993, using an option provided by the 1992 Job Training Reform Amendments, and on October 28th of that year, he addressed the first meeting of the new council. In defining its mission, he asked the GHRIC to focus on two goals: making Ohio businesses globally competitive, and raising the Ohio workforce to "world class" status. The path to success in these areas had been established, he said, by the policy report Jobs: Ohio's Future, which outlines strategies for high performance business development, educational improvement, employment and training coordination, and services that support people economically while they train for jobs.

Pursuant to the 1992 amendments, the GHRIC membership includes representatives of business, labor, educational institutions, and community-based organizations. The GHRIC bylaws also stipulate as permanent council members the administrators of six state agencies that are integrally involved in economic and workforce development; i.e., the Board of Regents, the Bureau of Employment Services, and the Departments of Administrative Services, Development, Education, and Human Services.

Much of the council's work in FY 94 focused on oversight of seven interagency projects that play a central role in implementing the Jobs: Ohio's Future strategies:

- Promotion of ISO 9000 - ISO 9000 is a set of international standards for business operations affecting almost every industry. Compliance with ISO norms is increasingly accepted as a benchmark of reliability for businesses that trade with each other. In 1994, the GHRIC organized focus group meetings among businesses working toward or contemplating ISO registration, in order to identify specific concerns about the process. The council is now discussing ways to market state services that address these concerns.
- Workforce Basics Seminars - In FY 94, the GHRIC initiated a series of regional business conferences, to highlight best practices in worksite training and to facilitate an information exchange among Ohio managers.
- High Performance Grants - A number of two-year state campuses, funded through the Ohio Board of Regents, provide customized training to enable the managers and employees of Ohio firms to adapt to high performance methods. This is a vital component of the economic development strategy of Jobs: Ohio's Future.
- School-to-Work Transition - FY 94 saw a major interagency effort to build a statewide system integrating academic and vocational classes, school and worksite learning, and public and private resources to ensure viable career opportunities for every student. The GHRIC was involved in the planning process and co-sponsored a series of regional forums to get public input on the developing system design.
- Customer Service Centers - In 1993, OBES began to convert its local offices into interagency centers that coordinate the delivery of a wide range of services leading to employment. A center must, at minimum, include the Employment Service, Unemployment Compensation, JTPA, and Human Services, with options for many other local programs, including vocational education. The centers coordinate intake, assessment, and referrals between programs to achieve the flexible, individualized mix of activities needed by each customer.
- Ohio Job Net - The Employment Service automated its services in FY 94, increasing both the amount and accessibility of information about job openings, job candidates, and the general labor market environment. This will allow a faster, more tailored match between employers and job seekers, as well as better informed economic decisions by public and private sector planners.
- Skill Standards - Ohio is involved in a federally funded project to develop national, industry-recognized skill standards for specific occupations. With Norton Manufacturing's adoption of Machining Technician standards in 1994, Ohio became the first state to apply the results of the project in the work place.

The JTPA Program

Of the many programs that concerned the GHRIC in FY 1994, JTPA has an especially close relationship with the vocational education system. JTPA provides training and services for economically disadvantaged youth and adults, as well as dislocated workers. The 1992 Job Training Reform Amendments enhanced JTPA so as to ensure a greater focus on participants with barriers to employment, and to strengthen services preparing youth for the changing labor market.

The JTPA program is administered by thirty Service Delivery Areas (SDAs), each of which is governed by a Private Industry Council (PIC). The PIC, which is appointed by locally-elected officials, provides policy guidance, and exercises oversight of activities under the job training plan for the SDA.

The Job Training Partnership Act mandates a setaside of 8% of the Title II A (adult) and II C (youth) funds for State Education Coordination and Grants. The Ohio Department of Education is the designated State Agency to administer the setaside. Eighty percent of the setaside was distributed to the thirty Service Delivery Areas (SDAs) by formula allocation. Each of the thirty SDAs entered into an agreement with the Ohio Department of Education to receive their allocation of these funds. This agreement included a composite of the cooperative agreements between the SDA administrative entity and the local education agencies (LEAs). Services were provided from these funds to JTPA eligible clients in the following areas:

a. School-to-Work transition services.

b. Literacy and Lifelong Learning opportunities.

c. Programs to train and place women in nontraditional employment.

Twenty percent of the setaside was utilized for state level administration and coordination activities that enhanced state and local interagency coordination. Programs that received support from the 20% funds included Labor Market Information (LMI) Training Funds, Labor Market Information Substate Estimates, Jobs for America's Graduates, five nontraditional hands-on workshops for JTPA staff, Women's Division OBES Software Development, and ten Common Good Linkage grants and one Common Good Institute.

Basic funding (Title IIA) to serve economically disadvantaged youth and adults is allocated by statutory formula to the SDAs. The PICs contract with many public and private schools for training services, which may include basic education, remediation, assessment, job search activities, or occupational skill training. Since program decisions occur at the local level, coordination is most evident between local schools and SDAs.

Additionally, Title III funds provide similar basic services to dislocated workers. Vocational schools are sometimes grant recipients, and often contract with other grantees to deliver the needed services that are most appropriately provided by educational institutions.

The leadership of Ohio's JTPA program, spearheaded by the GHRIC, believes that the scarce dollars must be used to influence and develop the Education, Employment, and Training System in Ohio.

Coordination With Business, Industry and Labor and with Other Agencies

Business, industry, and labor representatives play a vital role in vocational/technical education in Ohio. The major portion of their contribution is made through service on local advisory councils and program advisory committees. Several thousand individuals are involved in this manner. Also, many of the local citizens who served on the MaPP review committees represent business, industry and labor.

During FY 94, OCOVE found it beneficial to coordinate and cooperate with other agencies in sponsoring activities of mutual interest. The Ohio Council sponsored a breakfast for the All Ohio Vocational Education Conference, which is hosted by the Ohio Vocational Association, and the Division of Vocational and Adult Education, Department of Education. Guest speaker was Dr. Peggy Siegel, Vice President for Business Education Projects, National Alliance of Business, Washington, D.C.

Following Dr. Siegel's presentation, awards were granted to outstanding advisory committees throughout Ohio. (See list on pages 7-8.) Numerous business, industry and labor organizations support the advisory committees. A sampling of these organizations is included in the following list: Frisch's, Luk Inc. Tool and Die, Ameritech, Marriott, Wickes Lumber, Shank Printing, Freemont Memorial Hospital, Bank One, NW Ohio Carpenters Joint Apprentice & Training Committee, Toledo Dental Society, Sterling Milk Company, Cincinnati Gas & Electric, Mary's Hair Salon, Centerburg Nursing Center, Acustar Division of Chrysler Motors, Dayton Thermal Products, Coleman Apartments, Columbia Hills Country Club, Independent Electrical Contractors Association, Van Leunan's Pets N' Such, Rudolf & Libbe, Pauley Construction, International Union of Electronic Workers, and Muskingum Watershed Conservancy District.

The Ohio Council also collaborated with the Ohio School Boards Association (OSBA) in cosponsoring a seminar for Ohio vocational educators that included presentations on (1) a national perspective of vocational education, (2) an understanding of Total Quality Education, (3) State Department priorities, and (4) what "school-to-work" transition really means.

Evaluation Responsibilities

Current federal vocational education legislation (Carl D. Perkins Vocational and Applied Technology Education Act of 1990) specifies ten responsibilities and reporting requirements for State Councils on Vocational Education. The Ohio Council on Vocational Education (OCOVE) seeks to document and communicate the fulfillment of these responsibilities and relevant activities through publication and dissemination of its Annual Reports and research reports.

The tenth responsibility, as spelled out in the Perkins Act, stipulates that each Council shall:

(10)(A) evaluate at least once every 2 years --

(i) the extent to which vocational education, employment and training programs in the State represent a consistent, integrated, and coordinated approach to meeting the economic needs of the State,

(ii) the vocational educational program delivery system assisted under this Act, and the job training program delivery system assisted under the Job Training Partnership Act, in terms of such delivery systems' adequacy and effectiveness in achieving the purposes of each of the 2 Acts, and

(iii) make recommendations to the State Board on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act;

(B) comment on the adequacy or inadequacy of State action in implementing the State Plan;

(C) make recommendations to the State Board on ways to create greater incentives for joint planning and collaboration between the vocational education system and the job training system at the State and local levels; and

(D) advise the Governor, the State Board, the State job training coordinating council, the Secretary, and the Secretary of Labor regarding such evaluation, findings, and recommendations.

A Comprehensive Employment and Training System

Councils are directed by the Perkins Act to evaluate the extent to which vocational education and employment and training programs in the State represent a consistent,integrated, and coordinated approach to meeting the economic needs of the state.

It is evident that Ohio continues on the path to achieving a consistent, integrated, and coordinated approach among its vocational education, employment, and training programs directed toward meeting the economic needs of the state.

Structures remain in place, processes continue to be developed and refined, and interrelationships continue to be nurtured among agencies that provide opportunities for building and strengthening the consistency and coordination of the approach and fostering integration of efforts among programs and agencies.

Many specific councils, committees, and commissions could be cited as examples of structures that serve in the development of interrelationships among appropriate entities.

The standardized process employed in the development of Vocational Education Comprehensive Strategic Plans by each of Ohio's 95 Vocational Education Planning Districts (VEPDs) is one of many examples that could be cited that lend consistency to the approach.

Also, the establishment of core standards and performance measures for secondary and adult vocational programs is another example leading to consistency of approach. The core standards, adopted by the State Board of Education on June 8, 1992, are currently under review by the Board-appointed Committee of Practitioners.

Ohio Competency Analysis Profiles (OCAPs) described on page 9 of this report provide a basis for curriculum standardization and joint planning and program articulation between secondary and postsecondary vocational and technical programs.

In April 1991, Governor George V. Voinovich established the Governor's Human Resources Advisory Council (GHRAC), now known as the Governor's Human Resources Investment Council (GHRIC). (Detailed information about the GHRIC is provided on page 29.)

The Ohio Council on Vocational Education, through its research reports and annual reports, regularly makes recommendations directed toward strengthening Ohio's vocational/technical education system and coordination with components of Ohio's overall system for vocational education, employment, and training programs.

Evaluation of the Delivery Systems

Councils are directed by the Perkins Act to evaluate the delivery systems in terms of their adequacy and effectiveness in achieving their respective purposes. It is therefore necessary to consider the purposes of the Acts in any examination of the adequacy and effectiveness of the delivery systems.

Purpose of the Carl D. Perkins Vocational and Applied Technology Act

Sec. 2. It is the purpose of this Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society.

Adequacy and Effectiveness of Vocational Education

The major content of this annual report speaks to the adequacy and effectiveness of vocational/technical education in Ohio. Relevant supportive information is presented in an abbreviated form on page 1 under the heading, "Vocational/Technical Education Facts 1993-94. . . Briefly Told."

Purpose of Job Training Partnership Act

Sec. 2. It is the purpose of this Act to establish programs to prepare youth and adults facing serious barriers to employment for participation in the labor force by providing job training and other services that will result in increased employment and earnings, increased educational and occupational skills, and decreased welfare dependency, thereby improving the quality of the workforce and enhancing the productivity and competitiveness of the nation.

Adequacy and Effectiveness of JTPA

To gather relevant information on the adequacy and effectiveness of programs offered under the JTPA, the Ohio Council on Vocational Education commissioned a research study by Gale J. Leimbach, Ph.D., Educational Consultant. Dr. Leimbach's final report was published as a Supplement to this Annual Report. Copies of the Leimbach report may be secured from the OCOVE office.

Coordination Between Vocational Education and JTPA

The coordination issue also was investigated by Dr. Leimbach and is covered in his report. Generally, the level of coordination was found to be acceptable.

Recommendations

The Council used the Leimbach report as a basis for adopting, on February 22, 1995, the following statement of recommendations:

Performance

1. It is recommended that planning efforts be continued and expanded for the accomplishment of performance standards in addressing the needs of clients eligible for programs and services under the Job Training Reform Amendments of 1992 (P.L. 102-367).

2. It is recommended that representatives of Private Industry Councils, Vocational Education Planning Districts, and postsecondary institutions plan creative strategies to address factors responsible for the inability of Service Delivery Areas to achieve planned levels of enrollment and to expend monies at planned levels in some instances.

3. It is recommended that there be a sharing of information between and among Service Delivery Area personnel regarding individual-client case-management activities that work, so as to transfer successful models around the State.

Coordination

4. It is recommended that Job Training Partnership Act officials, vocational educators, postsecondary education personnel, and the staff of the Department of Human Services intensify the provision of services to special populations to help improve the quality of their lives, and to help them become productive, self-sufficient citizens.

5. It is recommended that standardized assessment instruments be used by all agencies and that the results of each assessment be exchanged between agencies.

Joint Planning

6. It is recommended that all Private Industry Councils have active membership from Vocational Education Planning Districts and postsecondary institutions and that Job Training Partnership Act staff members serve as members of public education planning-advisory committees.

Mission Statement of the Ohio Council on Vocational Education

Purpose:

To strengthen the career, vocational, and technical education services provided for Ohioans as a practical, efficient, and sure way to enhance the competitiveness of individual workers and the state and national economy.

Goals:

To discharge the responsibilities assigned to state councils by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 in an effective, efficient, and sensitive manner.

To identify, interpret, and advocate the measures required to improve and expand career, vocational, and technical education so that people may secure or retain jobs, advance, and be self-sufficient.

To assure access to vocational/technical education by special populations (including women, the disadvantaged, the disabled, individuals with limited English proficiency, and minorities).

To encourage coordinated planning and cooperation between the various providers of vocational/technical education, especially secondary schools and postsecondary institutions.

To encourage the building of partnerships between educational officials and representatives of business, industry, labor, government, and human-services organizations.

To interpret continuously the positive contribution vocational/technical education is making to individuals and to the community, state, and nation.

Imperatives:

People must be made aware of the broad range of opportunities in the world of work — today and in the future.

Students must develop job-related skills and/or prepare for additional formal education.

Many adults must upgrade job-related skills or prepare for re-entry into the workforce.

Every person must master the time-honored basic skills and lessons of citizenship; acquire or refine the knowledge, attitudes and job-related skills demanded by the times, and learn how to analyze and solve problems.

Ohio and America must maintain a skilled and flexible workforce — one that is committed to productivity, performance, and profitability — in order to compete successfully in the rapidly changing global economy.

Vocational/technical education must play a vital role in helping individuals of all ages, the state, and the nation meet the Imperatives stated above.

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